

## PALMETTO BAYS ELEMENTARY

8900 Hwy 544  
Myrtle Beach, SC 29588

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	574 Students	
<b>Principal</b>	Cathy Slater	843-236-6200
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>Average</b>
2010	Good	Good
2009	Good	Average
2008	Average	Below Average
2007	Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

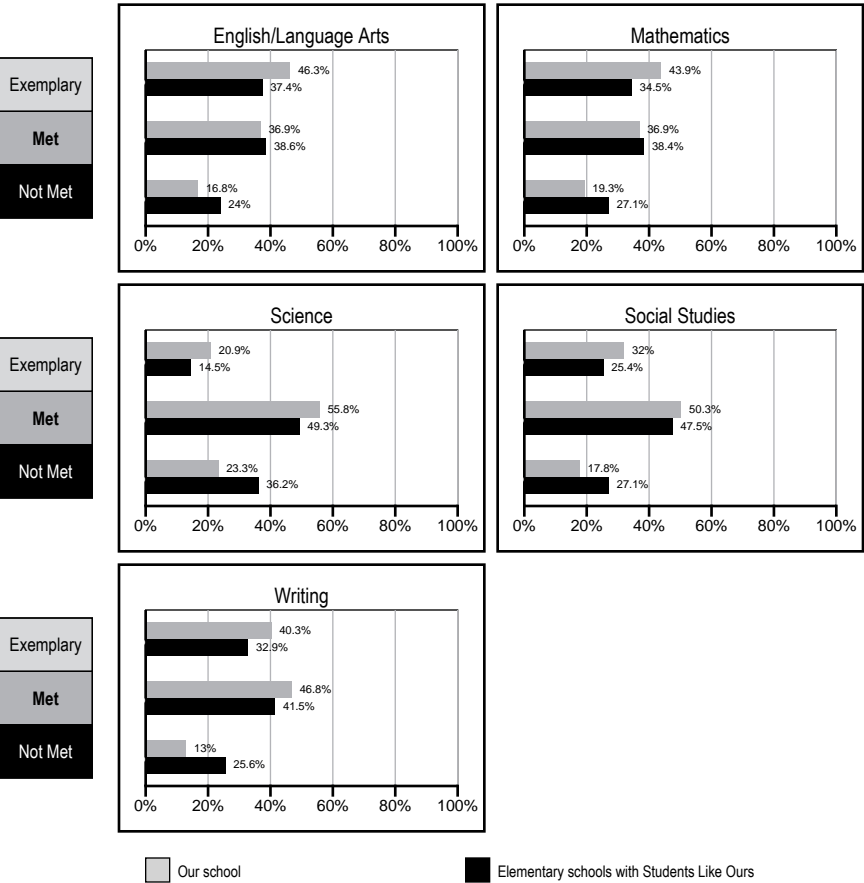
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
9	27	82	7	0

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=574)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.1%	Up from 1.9%	1.2%	1.1%
Attendance rate	94.8%	Down from 94.9%	96.0%	96.2%
Served by gifted and talented program	15.1%	Up from 13.6%	11.9%	13.4%
With disabilities other than speech	6.5%	Down from 15.6%	4.9%	4.1%
Older than usual for grade	0.3%	Down from 0.4%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.4%	Up from 0.8%	0.0%	0.0%
<b>Teachers (n=42)</b>				
Teachers with advanced degrees	57.1%	Up from 54.2%	60.5%	62.5%
Continuing contract teachers	95.2%	Up from 89.6%	90.0%	88.2%
Teachers returning from previous year	90.1%	Down from 91.3%	88.2%	87.8%
Teacher attendance rate	94.2%	Up from 92.1%	95.0%	95.2%
Average teacher salary*	\$50,088	Up 2.1%	\$46,625	\$46,773
Professional development days/teacher	15.0 days	Up from 13.9 days	11.3 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 8.0	4.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Down from 20.6 to 1	19.5 to 1	19.9 to 1
Prime instructional time	86.9%	Up from 86.6%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 90.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,029	Down 1.7%	\$7,420	\$7,447
Percent of expenditures for instruction**	70.0%	Down from 70.7%	67.8%	68.4%
Percent of expenditures for teacher salaries**	65.9%	Down from 66.1%	65.2%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

At the conclusion of the 2010-2011 school year, Palmetto Bays will have completed nine years of service to its community. Palmetto Bays is home to approximately 105 full time and part time professional and support staff members who provide both general and special education, counseling, health, food, after school childcare and transportation services to approximately 580 students in Pre-School through Grade 5. Students at Palmetto Bays benefit from the skills and experience of an outstanding staff. On average, professional staff members at Palmetto Bays have been teaching for 16 years. We are truly blessed to have an excellent combination of staff with one to forty-one years in the classroom. The value in this is the rich mix of experience, skills, training, energy, and interests that combines to help us meet the needs and expectations of our students and their parents. In reference to education and training, more than 60% of our staff members hold Masters Degrees or above and all engage in staff development activities each year which demonstrates a true commitment to their profession and a desire to excel. We are grateful that our district supports us in keeping our average student-teacher ratio at 23 to 1 and while we could always hope to do better, we are proud that our average daily attendance rate by the end of this school year reached 95%.

We are all aware that in order to be healthy, happy, productive citizens of the 21st century, we must strive for excellence in attendance, achievement, and attitude. To that end, building-wide students and staff strive to achieve three worthy goals:

- To be good citizens – treating everything and everyone with respect and responsibility
- To be good students – focused on learning and growing
- To be ever better ladies and gentlemen – treating each other with kindness and care

Our Parent-Teacher Organization and Community Partners help us provide a variety of extension and enrichment activities that support our annual learning goals. Additionally, students can select from a number of extra-curricular offerings to challenge themselves and work with the school to build community. These activities include opportunities in the areas audio/visual work and broadcasting, reading, music, drama, art, physical activity and fitness, careers, technology, science and community service.

Cathy Slater, Principal

Rebecca Flaten, School Improvement Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	8	83	51
Percent satisfied with learning environment	100.0%	93.9%	85.7%
Percent satisfied with social and physical environment	87.5%	92.8%	83.7%
Percent satisfied with school-home relations	87.5%	90.4%	76.6%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.8%	94.0%**	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	269	100	18.7	35.7	45.6	91.3	85.5	82.4	Yes	Yes
<b>Gender</b>										
Male	142	100	21.8	36.1	42.1	90.2	82.5	78.7	N/A	N/A
Female	127	100	15.1	35.3	49.6	92.4	88.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	185	100	13.2	35.1	51.7	94.3	90.1	88.9	Yes	Yes
African American	52	100	36.2	44.7	19.1	83	73.6	72.9	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	90.2	93	I/S	I/S
Hispanic	27	100	23.1	26.9	50	88.5	81.3	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.2	83	I/S	I/S
<b>Disability Status</b>										
Disabled	58	100	41.1	39.3	19.6	75	55.8	48.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	25	100	33.3	25	41.7	83.3	80.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	201	100	21.1	36.8	42.2	90.8	80.6	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	269	100	21	36.1	42.9	87.7	86	81.9	Yes	Yes
<b>Gender</b>										
Male	142	100	23.3	36.8	39.8	85.7	84.1	79.9	N/A	N/A
Female	127	100	18.5	35.3	46.2	89.9	88.1	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	185	100	16.7	35.1	48.3	91.4	90.8	88.9	Yes	Yes
African American	52	100	38.3	40.4	21.3	76.6	73.1	71.4	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91.9	94.6	I/S	I/S
Hispanic	27	100	19.2	34.6	46.2	84.6	83.2	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	87	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	58	100	35.7	37.5	26.8	73.2	55.6	47.3	Yes	Yes
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	25	100	29.2	25	45.8	75	82.9	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	201	100	24.3	37.3	38.4	87	81.4	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	181	100	24.4	55.4	20.2	75.6	74.8	68.6
<b>Gender</b>								
Male	96	100	24.4	53.3	22.2	75.6	74.4	68.3
Female	85	100	24.4	57.7	17.9	75.6	75.2	68.9
<b>Racial/Ethnic Group</b>								
White	124	100	15.5	58.6	25.9	84.5	83	80.7
African American	36	100	N/AV	N/AV	N/AV	50	53.8	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85	85.3
Hispanic	18	100	35.3	52.9	11.8	64.7	66.2	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	78	70.8
<b>Disability Status</b>								
Disabled	37	100	31.4	57.1	11.4	68.6	41.7	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	17	100	50	37.5	12.5	50	65.2	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	139	100	28.3	56.7	15	71.7	66.8	57.3

<b>Social Studies</b>								
All Students	180	100	19.5	49.4	31	80.5	77.8	72.5
<b>Gender</b>								
Male	96	100	20.7	48.9	30.4	79.3	77.5	72
Female	84	100	18.3	50	31.7	81.7	78.1	73.1
<b>Racial/Ethnic Group</b>								
White	124	100	13.3	53.3	33.3	86.7	83.7	81
African American	35	100	39.4	45.5	15.2	60.6	61.1	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.6	89
Hispanic	19	100	26.3	31.6	42.1	73.7	75.4	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	77.6	73.5
<b>Disability Status</b>								
Disabled	44	100	36.4	50	13.6	63.6	46	40.5
<b>Migrant Status</b>								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	15	100	26.7	26.7	46.7	73.3	75.3	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	131	100	22.2	50	27.8	77.8	71	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	92	92.4	11.8	47.4	40.8	88.2	76.6	73.2	94.8	95.8
Gender										
Male	43	88.4	18.8	56.3	25	81.3	71.3	67.2	94.4	95.8
Female	49	95.9	6.8	40.9	52.3	93.2	82.2	79.4	95.1	95.8
Racial/Ethnic Group										
White	59	89.8	8.2	44.9	46.9	91.8	82.2	81.5	94.2	95.5
African American	22	95.5	17.6	47.1	35.3	82.4	61	61.3	95.3	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88	87	95.4	96.7
Hispanic	10	I/S	I/S	I/S	I/S	I/S	71.7	66.7	96.5	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81	72.2	98.1	94.4
Disability Status										
Disabled	19	63.2	45.5	45.5	9.1	54.5	32.7	26	94.1	95.2
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	40.5	99.3	97.8
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	69.4	65.7	96.6	96.6
Socio-Economic Status										
Subsidized meals	64	95.3	13	55.6	31.5	87	69.2	63.2	94.6	95.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	108	100	21.6	20.6	57.8	78.4
	4	92	100	23.9	46.6	29.5	76.1
	5	91	100	21.4	46.4	32.1	78.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	88	100	14.5	20.5	65.1	85.5
	4	91	100	21.3	47.2	31.5	78.7
	5	90	100	20	38.8	41.3	80
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	108	100	19.6	33.3	47.1	80.4
	4	92	100	23.9	31.8	44.3	76.1
	5	91	100	38.1	34.5	27.4	61.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	88	100	26.5	25.3	48.2	73.5
	4	91	100	15.7	44.9	39.3	84.3
	5	90	100	21.3	37.5	41.3	78.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	55	100	46.2	36.5	17.3	53.8
	4	92	100	29.2	47.2	23.6	70.8
	5	48	100	36.4	54.5	9.1	63.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	46	100	21.4	38.1	40.5	78.6
	4	91	100	22.5	67.4	10.1	77.5
	5	44	100	32.4	45.9	21.6	67.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	53	98.1	12.2	44.9	42.9	87.8
	4	92	100	21.3	47.2	31.5	78.7
	5	45	97.8	36.6	48.8	14.6	63.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	43	100	14.3	31	54.8	85.7
	4	91	100	16.9	66.3	16.9	83.1
	5	46	100	30.2	32.6	37.2	69.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	107	98.1	24.8	41.6	33.7	75.2
	4	92	94.6	20.9	47.7	31.4	79.1
	5	89	93.3	17.7	36.7	45.6	82.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	92	92.4	11.8	47.4	40.8	88.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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